



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 10571239
SAU: Falmouth School Department
School: Plummer-Motz School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

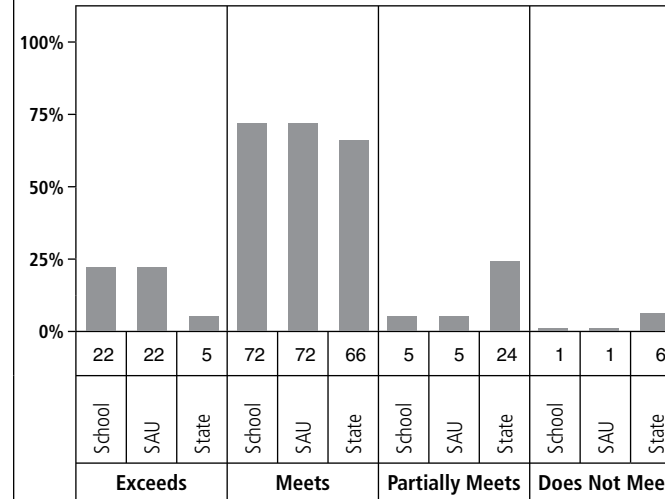
SAU: Falmouth School Department

School: Plummer-Motz School

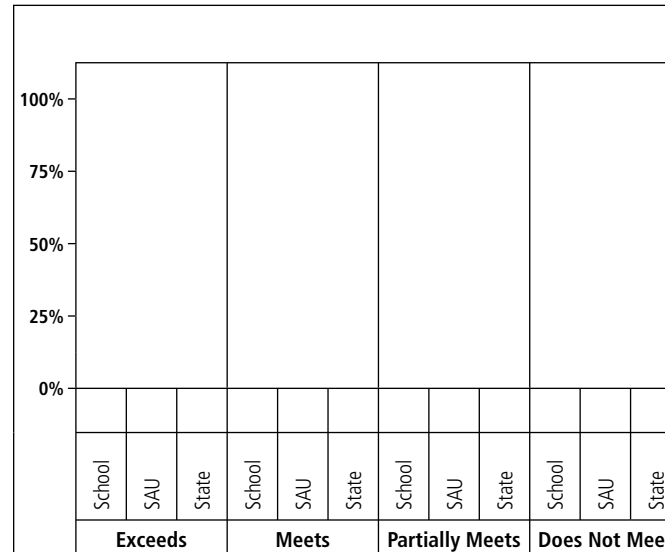
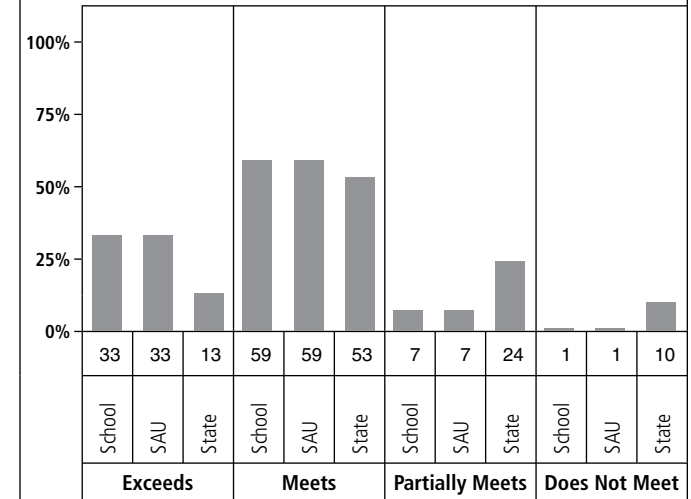
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	454	454	445
2007–2008	453	453	445
2008–2009	454	454	446
Cum. Avg.*	454	454	445
Mathematics			
2006–2007	455	455	445
2007–2008	455	455	445
2008–2009	458	458	446
Cum. Avg.*	456	456	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Falmouth School Department
School: Plummer-Motz School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	150	100	150	100	13805	100	150	100	150	100	13737	100	150	100	150	100	13746	100						
Ethnicity African American/Black	2	1	2	1	419	3	2	100	2	100	410	98	2	100	2	100	416	99						
American Indian or Native Alaskan	2	1	2	1	125	1	2	100	2	100	124	99	2	100	2	100	124	99						
Asian or Pacific Islander	2	1	2	1	229	2	2	100	2	100	223	97	2	100	2	100	227	99						
Hispanic	1	1	1	1	149	1	1	100	1	100	148	99	1	100	1	100	148	99						
Caucasian/White	143	95	143	95	12883	93	143	100	143	100	12832	100	143	100	143	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	19	13	19	13	2383	17	19	100	19	100	2366	100	19	100	19	100	2364	99						
Current LEP	2	1	2	1	377	3	2	100	2	100	362	96	2	100	2	100	373	99						
Economically disadvantaged	1	1	1	1	5819	42	1	100	1	100	5782	99	1	100	1	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	133	89	133	89	10439	76	133	89	133	89	10471	76						
Identified disability (PET/IEP)	5	4	5	4	351	3	5	4	5	4	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	1	1	1	1	92	1	1	1	1	1	90	1						
Participation with accommodations	17	11	17	11	3142	23	17	11	17	11	3138	23						
Identified disability (PET/IEP)	14	82	14	82	1860	59	14	82	14	82	1860	59						
LEP	2	12	2	12	186	6	2	12	2	12	198	6						
504 plan	2	12	2	12	71	2	2	12	2	12	73	2						
Other	0	0	0	0	1060	34	0	0	0	0	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Falmouth School Department
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	30	18	30	18	507	4
	2007-2008	26	15	26	15	559	4
	2008-2009	33	22	33	22	672	5
	Cum. Total*	89	18	89	18	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	125	76	125	76	8749	63
	2007-2008	132	75	132	75	8308	59
	2008-2009	108	72	108	72	8917	66
	Cum. Total*	365	75	365	74	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	9	5	9	5	3467	25
	2007-2008	14	8	14	8	3922	28
	2008-2009	8	5	8	5	3241	24
	Cum. Total*	31	6	31	6	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	0	0	1	1	1165	8
	2007-2008	3	2	3	2	1264	9
	2008-2009	1	1	1	1	751	6
	Cum. Total*	4	1	5	1	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	37.3	77.7	37.3	77.7	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	19.0	79.2	19.0	79.2	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	18.3	76.3	18.3	76.3	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Falmouth School Department
 School: Plummer-Motz School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	150	33	22	108	72	8	5	1	1	454	150	22	72	5	1	454	13581	5	66	24	6	446
Ethnicity																						
African American/Black	2										2						408	2	51	31	16	441
American Indian or Native Alaskan	2										2						122	1	59	34	6	444
Asian or Pacific Islander	2										2						221	9	62	22	7	447
Hispanic	1										1						146	1	64	28	6	445
Caucasian/White	143	33	23	102	71	7	5	1	1	454	143	23	71	5	1	454	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	14	74	4	21	1	5	446	19	0	74	21	5	446	2211	1	39	42	18	439
No	131	33	25	94	72	4	3	0	0	455	131	25	72	3	0	455	11370	6	71	20	3	448
Current LEP																						
Yes	2										2						357	3	42	36	19	440
No	148	33	22	106	72	8	5	1	1	454	148	22	72	5	1	454	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	1										1						5677	2	57	32	9	443
No	149	33	22	107	72	8	5	1	1	454	149	22	72	5	1	454	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	150	33	22	108	72	8	5	1	1	454	150	22	72	5	1	454	13575	5	66	24	6	446
Gender																						
Female	69	23	33	43	62	2	3	1	1	456	69	33	62	3	1	456	6580	7	68	21	5	448
Male	81	10	12	65	80	6	7	0	0	452	81	12	80	7	0	452	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2127	1	48	42	9	441
No	150	33	22	108	72	8	5	1	1	454	150	22	72	5	1	454	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	150	33	22	108	72	8	5	1	1	454	150	22	72	5	1	454	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: Falmouth School Department
School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	45	36	17	441
B. less than one hour	85	28	22	91	72	8	6	0	0	454	85	22	72	6	0	454	75	5	67	23	4	447
C. one to two hours	15	5	22	17	74	0	0	1	4	453	15	22	74	0	4	453	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	38	20	35	35	61	1	2	1	2	457	38	35	61	2	2	457	40	8	71	17	4	449
B. good	55	12	14	66	80	5	6	0	0	453	55	14	80	6	0	453	45	3	66	25	5	446
C. fair	5	0	0	6	75	2	25	0	0	449	5	0	75	25	0	449	13	1	54	35	10	442
D. poor	1	1	50	1	50	0	0	0	0	455	1	50	50	0	0	455	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	38	12	21	43	75	1	2	1	2	455	38	21	75	2	2	455	31	8	69	19	4	448
B. They match some of what I have learned.	59	20	23	62	70	6	7	0	0	454	59	23	70	7	0	454	53	4	68	23	4	447
C. They match just a little of what I have learned.	3	1	25	3	75	0	0	0	0	456	3	25	75	0	0	456	11	2	54	35	10	442
D. There is no match.	1	0	0	0	0	1	100	0	0	440	1	0	0	100	0	440	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	21	4	13	26	81	2	6	0	0	452	21	13	81	6	0	452	19	4	54	31	11	443
B. about the same as my regular schoolwork	64	24	25	66	69	5	5	1	1	455	64	25	69	5	1	455	63	6	69	22	4	447
C. easier than my regular schoolwork	15	5	23	16	73	1	5	0	0	455	15	23	73	5	0	455	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	6	1	11	6	67	2	22	0	0	448	6	11	67	22	0	448	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	48	9	13	58	82	3	4	1	1	452	48	13	82	4	1	452	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	46	23	34	42	63	2	3	0	0	457	46	34	63	3	0	457	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	21	11	35	19	61	1	3	0	0	459	21	35	61	3	0	459	21	8	68	19	5	448
B. 20 minutes to an hour	69	20	19	77	75	6	6	0	0	454	69	19	75	6	0	454	55	5	70	21	4	447
C. less than 20 minutes	9	2	14	11	79	0	0	1	7	450	9	14	79	0	7	450	13	2	57	33	8	443
D. I rarely read at home.	1	0	0	1	50	1	50	0	0	444	1	0	50	50	0	444	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	6	15	29	74	3	8	1	3	452	26	15	74	8	3	452	25	3	59	30	8	444
B. six to ten pages	24	6	17	27	77	2	6	0	0	454	24	17	77	6	0	454	24	4	64	26	6	445
C. eleven or more pages	50	21	28	50	68	3	4	0	0	456	50	28	68	4	0	456	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Falmouth School Department
School: Plummer-Motz School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	37	23	37	22	1054	8
	2007-2008	45	26	45	26	1321	9
	2008-2009	50	33	50	33	1712	13
	Cum. Total*	132	27	132	27	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	111	68	111	67	7394	53
	2007-2008	109	62	109	62	7079	51
	2008-2009	89	59	89	59	7270	53
	Cum. Total*	309	63	309	63	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	14	9	15	9	3729	27
	2007-2008	19	11	19	11	3955	28
	2008-2009	10	7	10	7	3219	24
	Cum. Total*	43	9	44	9	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	2	1	2	1	1735	12
	2007-2008	2	1	2	1	1642	12
	2008-2009	1	1	1	1	1408	10
	Cum. Total*	5	1	5	1	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	37.9	79.0	37.9	79.0	30.8	64.2
A. Number	20	42	16.0	80.0	16.0	80.0	12.5	62.5
B. Data	8	17	6.2	77.5	6.2	77.5	5.3	66.3
C. Geometry	10	21	7.7	77.0	7.7	77.0	6.5	65.0
D. Algebra	10	21	8.0	80.0	8.0	80.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Falmouth School Department
 School: Plummer-Motz School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	150	50	33	89	59	10	7	1	1	458	150	33	59	7	1	458	13609	13	53	24	10	446
Ethnicity																						
African American/Black	2										2						415	5	41	30	24	439
American Indian or Native Alaskan	2										2						123	12	46	28	13	445
Asian or Pacific Islander	2										2						225	22	45	20	12	448
Hispanic	1										1						147	3	58	30	10	443
Caucasian/White	143	48	34	84	59	10	7	1	1	458	143	34	59	7	1	458	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	19	2	11	12	63	4	21	1	5	448	19	11	63	21	5	448	2227	3	34	33	30	437
No	131	48	37	77	59	6	5	0	0	460	131	37	59	5	0	460	11382	14	57	22	7	448
Current LEP																						
Yes	2										2						370	7	35	31	27	439
No	148	50	34	87	59	10	7	1	1	458	148	34	59	7	1	458	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	1										1						5704	6	48	30	16	442
No	149	50	34	88	59	10	7	1	1	458	149	34	59	7	1	458	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	150	50	33	89	59	10	7	1	1	458	150	33	59	7	1	458	13603	13	53	24	10	446
Gender																						
Female	69	28	41	36	52	4	6	1	1	459	69	41	52	6	1	459	6591	12	54	24	11	446
Male	81	22	27	53	65	6	7	0	0	457	81	27	65	7	0	457	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2131	3	41	38	18	440
No	150	50	33	89	59	10	7	1	1	458	150	33	59	7	1	458	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	150	50	33	89	59	10	7	1	1	458	150	33	59	7	1	458	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: Falmouth School Department
School: Plummer-Motz School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	4	37	30	28	438
B. less than one hour	85	42	33	77	61	8	6	0	0	458	85	33	61	6	0	458	75	13	55	23	9	447
C. one to two hours	15	8	35	12	52	2	9	1	4	457	15	35	52	9	4	457	18	12	54	24	10	446
D. more than two hours	0										0						2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	46	35	51	33	48	1	1	0	0	463	46	51	48	1	0	463	37	22	56	16	7	451
B. good	47	13	18	52	73	5	7	1	1	454	47	18	73	7	1	454	45	9	56	25	9	446
C. fair	5	0	0	4	50	4	50	0	0	445	5	0	50	50	0	445	14	3	46	34	17	440
D. poor	1	2	100	0	0	0	0	0	0	463	1	100	0	0	0	463	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	29	47	31	50	2	3	0	0	461	41	47	50	3	0	461	35	19	56	19	7	450
B. They match some of what I have learned.	54	19	23	54	67	7	9	1	1	456	54	23	67	9	1	456	51	11	56	25	8	446
C. They match just a little of what I have learned.	5	2	29	4	57	1	14	0	0	456	5	29	57	14	0	456	10	5	43	31	21	440
D. There is no match.	0										0						4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	4	29	8	57	2	14	0	0	455	9	29	57	14	0	455	17	5	44	31	20	441
B. about the same as my regular schoolwork	66	29	30	63	64	6	6	0	0	457	66	30	64	6	0	457	62	13	57	23	7	448
C. easier than my regular schoolwork	24	17	47	17	47	1	3	1	3	462	24	47	47	3	3	462	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	1	33	2	67	0	0	0	0	458	2	33	67	0	0	458	7	6	36	32	27	438
B. 30–45 minutes	7	2	18	8	73	0	0	1	9	450	7	18	73	0	9	450	25	7	52	28	12	444
C. 45–60 minutes	19	7	25	17	61	4	14	0	0	455	19	25	61	14	0	455	38	14	56	22	8	448
D. more than 60 minutes	72	40	37	62	57	6	6	0	0	460	72	37	57	6	0	460	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	1	0	0	1	100	0	0	0	0	454	1	0	100	0	0	454	3	4	36	31	28	438
B. two or three days a week	12	5	28	12	67	1	6	0	0	459	12	28	67	6	0	459	12	13	51	26	10	446
C. two or three times each month	31	19	40	22	47	5	11	1	2	458	31	40	47	11	2	458	32	15	58	20	7	449
D. never or almost never	56	26	31	54	64	4	5	0	0	458	56	31	64	5	0	458	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	20	8	27	18	60	3	10	1	3	456	20	27	60	10	3	456	26	12	50	25	13	445
B. two or three days a week	33	19	38	29	58	2	4	0	0	459	33	38	58	4	0	459	32	14	57	21	7	448
C. two or three times each month	35	18	34	32	60	3	6	0	0	459	35	34	60	6	0	459	26	13	56	22	8	448
D. never or almost never	11	5	29	10	59	2	12	0	0	456	11	29	59	12	0	456	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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